

SCHOOL RENEWAL PLAN

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Read to Succeed

NEEDS ASSESSMENT DATA

Provide the link to your school's most recent School Report Card: [2017 Hendrix Elementary Report Card](#), [2018 School Report Card](#)

Directions: Provide additional school's needs assessment data including both formative and summative assessments used to gauge student learning. (Charts, graphs, or other formats of data may be used.)

Student Achievement Data:

[2017-2018 SCReady Data](#)

[2017-2018 SCReady Math and ELA Mean Data](#)

[2017-2018 SCReady ELA Data by School](#)

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[2017-2018 SCReady ELA Spartanburg District Comparison](#)

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[2017-2018 SCPASS District Data](#)

[2017-2018 SCPASS Social Studies Spartanburg District Comparison](#)

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[Grades 3-8 Achievement Data Over 2 Years](#)

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[2017-2018 SCReady Math Data by Grade and Standard](#)
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[2018 School Report Card](#)

School Climate Data:

[2017 HES Parent Survey Responses](#)
[2017 HES Elementary Student Survey Responses](#)
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[2018 HES Parent Survey Responses](#)
[2018 HES Elementary Student Survey Responses](#)
[2018 HES Teacher Survey Responses](#)
[AdvancED Overall Analyses of Climate and Culture Surveys](#)

Teacher/Administrator Quality:

100% of our teachers are certified and highly qualified to serve in their assigned roles. The district received an “All Clear” on the year-end Accreditation Reports.

[HES Advanced Degree Status](#)

EXECUTIVE SUMMARY OF NEEDS ASSESSMENT DATA FINDINGS

Per SBE Regulation 43-261, the annual needs assessment will provide focus for planning teams to set priorities for the plan. The comprehensive needs assessment must identify targeted areas of discrepancy between the desired performance levels and the current status as indicated by available data. Any discrepancies in the following areas identified by the school and district report cards must be included in the plan: (1) achievement, (2) achievement by subgroups, (3) graduation rates, (4) attendance, (5) discipline, (6) teacher/administrator quality and professional growth, and (7) other priority areas.

Measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

State Report Card for districts and schools data: <http://ed.sc.gov/data/report-cards/state-report-cards/>

Directions: In the appropriate boxes, use school data to identify areas in need of improvement. Required areas to be addressed: Student Achievement, Teacher/Administrator Quality, and School Climate.

Student Achievement, including sub-groups

Early Childhood/Primary (PK–2):

- Based on the results of the data from our 4K, 5K, 1st, and 2nd grade assessments, we are looking closely at the preparation level of our early childhood students as well as our curriculum, programs, and initiatives to address the needs in foundational reading skills and algebraic thinking and numbers and operations.

ELA

- After the analysis of fall 2018 Reading MAP data, K-grade four shows vocabulary and language, craft, and structure in literary and informational texts as areas of weakness. The same weaknesses were presented with the 3rd and 4th grade SC Ready data. The continued growth of our sustained reading block, improvement and growth in guided reading, and focused TLT conversations will help to guide these focused improvements. The use of the NWEA Learning Continuum, Serravallo's Reading and Writing Strategies books, the Fountas and Pinnell Continuum of Literacy Learning, reading engagement inventories, and the Fountas and Pinnell Comprehension prompting guide will support teachers in their efforts to improve these strands of learning. Teachers use shared reading to model how the text works and then students transfer their noticings to their own writing in writers workshop. Implementation of schoolwide designated independent reading time and the use of reading response journals in 2nd through 4th grade support close reading and annotation with to further explore author's craft, text structures, and language. Teaching and Learning Teams are focused on implementation of high impact strategies including teacher clarity, learning intentions, success criteria, formative assessment and classroom discussion to maximize student growth in identified areas of weakness.
- After the analysis of fall 2018 benchmark reading data, MAP and iReady data we have noted a significant number of students who are below the expected norm in phonics. Students in all grade levels scoring below grade level norms are struggling with phonemic awareness, vocabulary, decoding skills, and comprehension. While we are building a sustained reading block that supports all the components of early literacy instruction and foundational reading skills, we have focused our TLT conversations and data around decoding and comprehension strategies. Specifically, we are utilizing the NWEA Learning Continuum, the Fountas and Pinnell Continuum of Literacy Learning, and the Reading Strategies book to support teachers with their instruction. Teachers are also working towards full implementation of a daily writers workshop time to allow further productive effort exploration with words and how they work.

MATH

- Our 5K students showed strength in the Geometry domain. Teachers will continue to provide hands on learning experiences in this arena, as well as quality work stations focused on building conceptual knowledge of geometric shapes. Our focus in 5K will be developing a strong foundation in Number Sense, as well as Algebraic Thinking & Operations. Teachers will use manipulatives, realia, pictures, and modeling to develop a sense of "ten-ness" (as coined by Dr. Ruzga). An emphasis will be placed on exploring numbers using real-world story problems. Teachers will continue to provide

conceptually based activities, guided instruction, and quality work stations focused on differentiating instruction based on students' needs.

- The Fall 2018 MAP data revealed 1st grade students as having strengths in the Algebraic Thinking & Operations domain, as well as in Number Sense. Their weaker areas were in the domains of Measurement & Data and Geometry. To address these weaknesses, teachers will provide additional support by incorporating "Measurement Monday" in their instructional practices. Teachers will provide ample time for students to have real-world experiences in collecting, representing, and analyzing data. Math Stretches will be incorporated on a daily basis to address the areas of concern. In addition, teachers will continue providing differentiated instruction in small groups, as well as quality work stations.
- Second grade students demonstrated strengths in Number Sense and Geometry on their Fall 2018 MAP test. Teachers will continue providing conceptual-based activities, targeting math vocabulary, and providing differentiated activities in their small group instruction. Areas of concern for second grade students include the domains of Algebraic Thinking & Operations and Measurement & Data. Teachers will incorporate measurement standards in their daily spiral review, as well as provide a weekly math stretch. Teachers will also incorporate real-world problem-solving in their workstations, spiral review problems, and math stretches each week to address the gaps in learning for the algebraic standards. Teachers are also implementing the use of an adaptive software program, Xtra Math, to differentiate students' fluency levels.

General (5K-2nd)

- All teachers are encouraged and instructed to provide differentiated small group lessons and quality work stations. In addition, teachers are asked to use the Conceptual, Representational, and Abstract method of instruction within their small groups. Digital tools, including i-Ready (2nd grade only), Math Seeds (5K-1st grades only) and Pathblazers (formerly Compass Odyssey), are used throughout this grade span to supplement guided instruction. Teachers are involved in weekly Math Teaching & Learning Teams (TLTs) to unpack and analyze standards. Common and summative assessments are used to determine next steps in learning and are used to inform our impact on student learning. Teachers utilize NWEA's Learning Continuum as a resource for identifying students' areas of strength and weakness. In Math TLTs, a strong emphasis is placed on using learning intentions and success criteria to develop assessment capable learners.
- Based on the results of the 4K PALS assessment, we have determined that our students are lacking basic foundational school readiness skills as well as reading skills such as concepts about print, basic letter recognition, and counting. We are focusing our instruction on engagement of the early learning standards that are aligned across developmental stages to ensure kindergarten readiness. Our reading instruction is focused on growing a developmentally appropriate vocabulary and oral language development. In math, our instruction is centered on basic number sense. Literacy and math stations are utilized to immerse students in rich experiences. Our 4K teacher establishes a strong rapport with families through ongoing communication between home and school
- Based on the results of the 5K KRA assessment, we have learned that our students need support with reading comprehension, retelling a story, specifically in regards to what they learn from a nonfiction text, and remembering the beginning, middle, and ending details of a fictional story in sequence. In reference to word work, our students need the most support with syllabication and letter sound recognition, specifically the vowel sounds. In math, our students need a lot of support with basic counting and skip counting. We also realize that counting on, one to one correspondence, and comparing/ordering numbers is an area of weakness.

Elementary (3-4):

- Achievement and growth in ELA and Math counts 70% on the new ESSA School Report Card at the Elementary level. Based on steady MAP growth in Reading and Math (2017-18 data showed historically high scores), as well as an increase in the state rankings in grades 3-4 Reading and Math,

we need to continue to focus on differentiation of the content standards for all learners using Guided Reading and Guided Math instruction coupled with vetted digital tools and adaptive software to further differentiate and personalize the learning. We also need to continue to track data longitudinally by subject, student group, grade-level, and teacher-level in order to address problem areas and share best practices.

- Our ELA data continues to trend lower than our Math data; however, with the implementation of Summer Learning Academy, Leveled Literacy Intervention, a strong ESOL program and Tier 2 supports, we have noted growth in reading. We are looking at ELA standards to ensure teacher clarity coupled with tiered instructional practices to improve our quality of instruction. We also need to continue to share best practices from areas in which there is high achievement, building on teacher and student strengths.
- Achievement in SCPASS Science counts 10% on the new ESSA School Report Card A review of SCPASS Science data for our 4th grade students revealed that the majority scored in the lower range with 26.5% of students scoring meets or exceeds. Inquiry based lessons each week to develop a deeper understanding of science concepts and to ensure rigorous, high quality learning experiences that will aide students in applying newly learned content.
- Based on the data and the fact that we are learning how to incorporate the Design in Five assessment process and the high impact strategies into our TLT process, there is a need to reorganize our curriculum guides to include these processes in order to establish a more effective guaranteed and viable curriculum for all subjects as well as common unit and benchmark assessments to drive CFAs.
- Hispanic and Limited English Proficiency (LEP) subgroup is a focus of continued growth. We need to continue to implement ELL strategies across all grade and subject areas. In addition, the English Language Proficiency indicator counts 10% on the new ESSA School Report Card; thus there is a need to track individual ELL student progress toward meeting proficiency. Since language acquisition takes approximately five years, it is important for us to track each ELL student closely over their educational journey at the elementary level and provide intensive, high quality interventions and accommodations starting in the early years. The percent of EL Students who Met Progress Toward Proficiency Target was 37.10%. The number of EL Students who Met Progress Toward Proficiency Target was 46%. The number of EL Students Assessed on SC Ready in 2018 was 124. We have incorporated an afterschool program to target growth among this population group. The ELL teachers support the EL students by teaching a variety of reading and writing strategies through LLI, Words Their Way, iXL Reading, and Rosetta Stone language program. We received the highest possible points (35) for student progress as measured by ESSA.
- In third grade, students show strengths in the Geometry and Measurement & Data domains according to Spring 2018 SC Ready data. Teachers will continue to provide enriching, inquiry-based activities focused on building conceptual knowledge in geometry and measurement standards. Students greatest area of weakness lies within the domain of Number Sense-Fractions. Teachers are using the Conceptual Representational Abstract (CRA) method of instruction to ensure a foundation of conceptual understanding is built before launching into abstract learning. It is especially important for this conceptual understanding to be built in the Number Sense & Base Ten domain, as this will play a pivotal role in strengthening the Number Sense-Fractions domain, as it is another area of concern. One of our third-grade team members attended Dr. Ruzga's numeracy training with our math coach, and plans to share and implement strategies learned at this training. Teachers will focus on using a number line to introduce fractions and continue to infuse their instruction with conceptual-based activities to emphasize an understanding of fraction concepts. According to Fall 2018 MAP scores, third grade students also performed high in the Geometry domain. The Measurement & Data domain proved to be an area of weakness, according to our MAP results, which is in contrast to the results achieved by students on SC Ready. Teachers will monitor students' progress in this domain and will incorporate the use of mathematical tools throughout all domains. Teachers will also provide realworld opportunities for students to measure and analyze data.

- The Spring 2018 SC Ready data indicates fourth grade students show strength in the Number Sense & Base Ten domain, as well as in Geometry. Teachers will continue to provide differentiated

instruction, coupled with an emphasis on building conceptual knowledge. Students greatest area of weakness is in the domains of Algebraic Thinking & Operations, as well as Measurement & Data. Real-life world problems, addressed in the ATO domain will be infused in all other math domains to avoid teaching this standard in isolation. Teachers will also strive to avoid using “naked numbers” in instruction by embedding relatable world problems for students in their daily instruction. In response to the area of weakness in the Measurement & Data domain, teachers will have a greater awareness of pacing themselves to ensure there’s adequate time to teach this domain, which is taught towards the end of the school year. An emphasis on applying concepts from Measurement and Data standards will be infused in providing STEM related activities, as well as real-world experiences in taking measurements and analyzing data. A focus on using mathematical tools, as indicated in the Mathematical Process Standards, will be incorporated throughout the school year in all math domains. According to the Fall 2018 MAP, fourth grade students performed high in the domains of Number Sense & Base Ten, Algebraic Thinking & Operations, and Geometry. This is reflective of the same strengths of SC Ready data. The area of concern teachers will address from the MAP data is in the arena of Measurement & Data. This is also the area of weakness teachers will strive to address based on SC Ready data.

- All third and fourth grade teachers are encouraged and instructed to provide differentiated small group lessons and quality work stations. In addition, teachers are asked to use the Conceptual, Representational, and Abstract method of instruction within their small groups. Digital tools, including i-Ready and Pathblazers (formerly Compass Odyssey), are used throughout this grade span to supplement guided instruction. Teachers are involved in weekly Math Teaching & Learning Teams (TLTs) to unpack and analyze standards. Common and summative assessments are used to determine next steps in learning and are used to inform our impact on student learning. Teachers utilize NWEA’s Learning Continuum as a resource for identifying students’ areas of strength and weakness. In Math TLTs, a strong emphasis is placed on using learning intentions and success criteria to develop assessment capable learners.
- Four of the lowest rated areas on the district’s 200 eleot observations centered around developing assessment capable learners (Learners understand and/or are able to explain how their work is assessed (2.08), Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored (2.40), Learners demonstrate and/or are able to describe high quality work (2.51), and Learners take responsibility for and are self-directed in their learning (2.65).
- Other low areas on the district’s 200 eleot observations included the need to: 1) Continue to develop and provide differentiated learning opportunities and/or activities that meet student needs, 2) Provide more opportunities for students to make connections from content to real-life experience, 3) Create more opportunities for students to collaborate with peers to accomplish/complete projects, activities, tasks and/or assignments, and 4) Create more opportunities for students to use digital tools/technology to communicate and/or work collaboratively for learning.

Teacher/Administrator Quality

- 100% of our teachers are certified and highly qualified to serve in their assigned roles. The district received an “All Clear” on the year-end Accreditation Reports.
- After reviewing teacher recruitment and retention data from CERRA and discussions with our Director of Personnel regarding filling vacant positions, there is a need to continue to focus on efforts to more effectively recruit and retain effective teachers.
- After reviewing the data from our TLT teams, spring data conference, and impactful instructional ideas, there is a need to continue to support the TLT process at the school.

School Climate

- School Quality as measured on the AdvancED Student Engagement Survey counts 10% in the elementary level on the new ESSA School Report Card; thus there is a need to analyze that data when we receive it and focus on problem areas.

- After analysis of the student survey results, students reported that they feel like their teachers expect students to behave and support them when they feel bullied. The majority of students feel like their parents are aware of school events and classroom expectations and are able to support them at home. They are satisfied with the physical environment of the school facility. The overwhelming majority reported that they feel safe while at school. 91% of students reported that they use technology at school to help them learn. 95% of students stated that their teachers do a good job of teaching them math and 93% of students stated that their teachers give them tests on what they have been taught. Some areas of improvement include the desire for cleaner bathrooms, more parent volunteers, and for students to behave across settings in the school environment.
- After analysis of the parent survey results, 95.6% of parents reported that they are satisfied with the learning environment as well as the social and physical environment. 85% of parents reported that they are satisfied with home-school relations. Some areas of improvement would include increasing the number of parents who attend workshops. Parent nights are very well attended at HES. Parents did report that their work schedules prevent them from being more involved. 91% of parents report that they are satisfied with the school's overall friendliness.
- After analysis of the teacher survey results, 98% of teachers report that they are satisfied with the learning environment as well as 100% are satisfied with the social and physical environment of the school.
- On the Overall Analysis of the AdvancED Culture and Climate Surveys and Inventories, teachers and students feel slightly more negative than positive regarding completing their responsibilities at work and school while staff feel slightly more positive; thus there is a need to continue efforts to assist teachers and staff in achieving greater work-life balance.
- On the AdvancED Climate and Culture Surveys, Student Engagement Surveys, and Inventories, students indicated they needed more work on study and time management skills. They also need to be able to set learning goals more frequently.

Performance Goal Area:
 Student Achievement*
 Teacher/Administrator Quality*
 School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*

District Priority

(* required)

PERFORMANCE GOAL 1:

Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

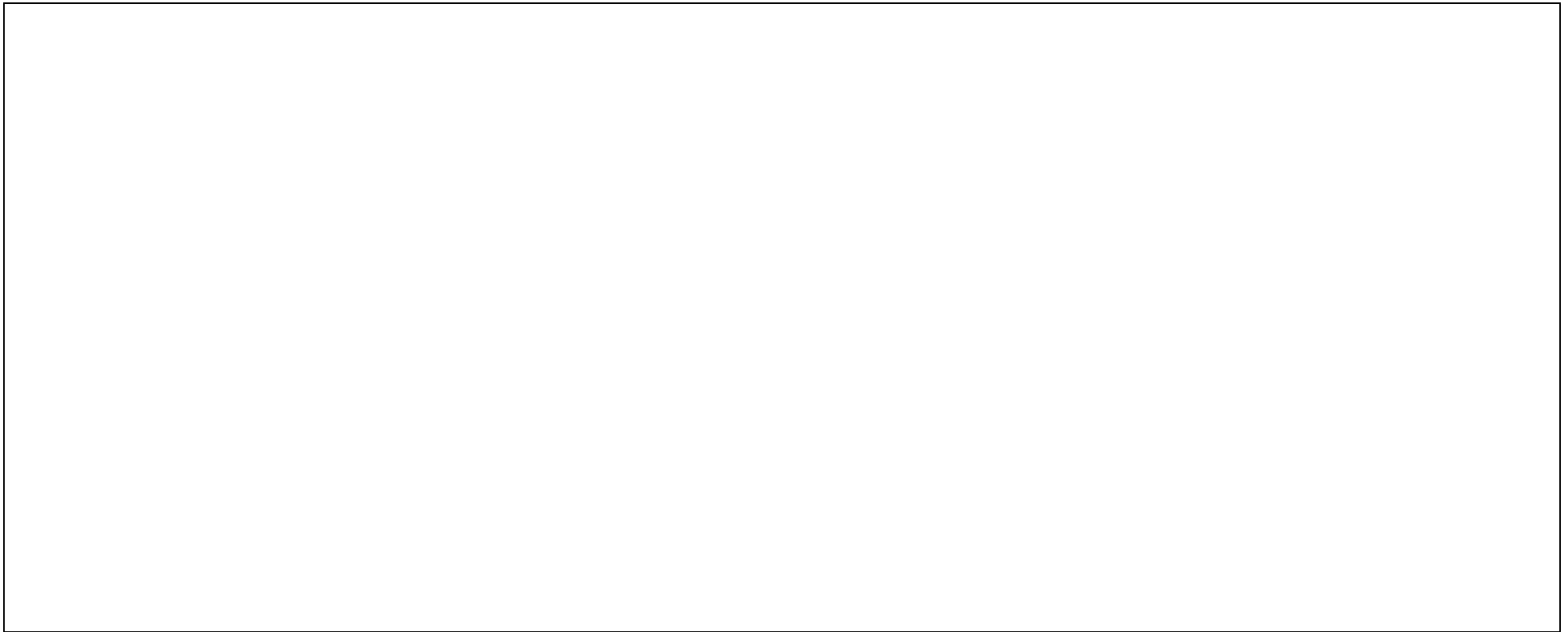
SMART goal must include:

WHO will do WHAT, as measured by HOW and WHEN.

The percentage of 2nd graders on track for 3rd grade success in READING will increase from 55% in 2017-2018 to 65% of students in 2022-23 as measured by the new ESSA Report card.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
DATA SOURCE(s): ESSA Report Card	55%	Projected Data	57%	59%	61%	63%	65%
		Actual Data	NA				



ACTION PLAN FOR STRATEGY #1: We will provide differentiated instruction and interventions based on students' needs in Reading.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION

1.School literacy interventionist will continue to work with students that are reading below grade level using LLI.	2018-2023	Administration Literacy Coach Reading Interventionist	\$60,000.00	Title I Funds District Funds	Continue Annual Review of Literacy Interventionist Documentation LLI Data Benchmark Data
2. Use Fontas and Pinnell Benchmark Assessments to provide instructional information for individual and small group classroom instruction.	2018-2023	Teachers Reading Interventionist ESOL Teacher Literacy Coach	\$2000.00	District Funds	Continue Literacy Coach Log Discussions with Coaches Classroom Observations Fontas and Pinnell Benchmarks (fall/Spring)
3. Analyze Student Data weekly through TLT's in order to plan for differentiated instruction and student interventions.	2018-2023	Teachers Literacy Coach Administration	\$0	N/A	Continue Literacy Coach Log TLT Minutes TLT Observations
4. The Principal will write a PADEPP goal with an emphasis on increasing the	2018-2023	Administration	\$0	N/A	Continue PADEPP Goal Evidence 2 nd Grade Reading MAP Data LLI Data

ACTION PLAN FOR STRATEGY #1: We will provide differentiated instruction and interventions based on students' needs in Reading.	EVALUATION
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ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
number of 2 nd grade students reading on grade level.					
5.Utilize digital tools software (e.g., Reading Eggs, iReady) to provide differentiated instruction based on student needs.	2018-2023	Teachers Literacy Coach	\$6,000.00	District Funds	Continue Classroom Observations Professional Development Student Assignments
6. Literacy Coach will provide professional development and assistance based on school needs.	2018-2023	Principal Literacy Coach	\$58,000.00	State Funds for Literacy Coaches K-8 and District Funds	Continue Literacy Coach Logs, Professional Development TLT Minutes
7.Continue to provide Summer Learning Academy and Summer Reading Camp	2018-2023	District Office Personnel	\$14,000.00	District Funds Title I	Continue Student Learning Paths Attendance Logs MAP Growth
8. ELL AM Computer Labs	2018-2023	Lab Assistants	\$0	N/A	Continue Attendance Logs Individual Assignments

To add a row, go to the last box and press the tab button.

ACTION PLAN FOR STRATEGY #2: We will strengthen ELA curriculum and ELA classroom instruction.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Conduct vertical teaming/advisory meetings each year with 4k-2nd grade teachers to identify and address curriculum gaps.	2018-2023	Teachers Literacy Coach Administration	\$0	N/A	Continue Vertical team meetings agenda
2.Utilize the Design in Five and High Impact Team process to strengthen 4k-2nd grade curriculum guides and classroom instruction	2018-2023	Teachers Literacy Coach Administration	\$3500.00	District Funds	Continue Curriculum Guide Lesson Plans TLT notes
3. Continue Guided Reading Professional Development to improve instruction	2018-2023	Literacy Coach	\$0	N/A	Continue Guided Reading Lesson Plans
4. Focus on unpacking standards to strengthen teacher clarity and learning targets	2018-2023	Teachers Literacy Coach IB Coordinator	\$0	N/A	Continue Standards unpacked TLT Minutes IB Program of Inquiry

5. Implement district and school Read to Succeed plans to strengthen reading and writing instruction	2018-2023	Teachers Literacy Coach	\$5,000.00	School	School Reading Plan Teacher Lesson Plan
6. Fountas and Pinnell Benchmarks used to strengthen differentiated instruction during guided reading groups based on desired reading behaviors as specific F&P levels	2018-2023	Teachers Literacy Coach Reading Interventionist Tutors	\$4500.00	District Funds	Continue Fountas and Pinnell Benchmark Assessment System Guided Reading Group Lesson Plans
7. Provide professional development on best practices in early childhood and literacy for teachers of grades 4k-2 nd , inclusive of IB Units of Study and inquiry based instructional practices	2018-2023	Literacy Coach IB Coordinator	\$1,800.00	Title I Funds	Continue Professional Development Agendas IB Program of Inquiry

ACTION PLAN FOR STRATEGY #3: We will develop assessment capable learners who are able to explain how their work is assessed, monitor their own learning, demonstrate/describe high quality work, and are self-directed in their learning.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Incorporate the top six influences proven to have the highest impact on student learning into the High Impact Teams/TLT Process: collective teacher efficacy, assessment capable learners, success criteria, formative assessment, feedback, and teacher clarity	2018-2023	TLT Teams Administration Instructional Coaches IB Coordinator Teachers	\$9000.00	District Funds	Continue TLT Agendas/Minutes; Classroom Lesson Plans Videotaped Sessions
2. Continue to implement Design in Five strategies while working with the TLT Teacher Leader Academy	2018-2023	Identified Classroom Teachers Instructional Coaches Administration	\$10,000.00	District Funds	Continue Completion of Academy

Performance Goal Area:

District Priority
(* required)

- Student Achievement*
 Teacher/Administrator Quality*
 School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*

PERFORMANCE GOAL 2:

Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

SMART goal must include:

WHO will do WHAT, as measured by HOW and WHEN.

The percentage of 2nd graders on track for the 3rd grade success in Math will increase from 49% in 2017-18 to 59% in 2022-23 as measured by the new ESSA report card.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		2018-19	2019-20	2020-21	2021-22	2022-23
DATA SOURCE(s): ESSA Report Card	49%	Projected Data	51%	53%	55%	57%	59%
		Actual Data	NA				

ACTION PLAN FOR STRATEGY #1: We will provide differentiated instruction and interventions based on students' needs in Math.

EVALUATION

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1.School personnel will continue to provide interventions based on specific student needs	2018-2023	Administration Tutors	\$0	N/A	Continue Interventionist Data RtI Data
2. Analyze Student data weekly through TLT's in order to plan for differentiated instruction and student interventions.	2018-2023	Teachers Administration Math Coach	\$0	N/A	Continue Math Coach Log TLT Minutes TLT Observations Discussions with Coach
3.Continue to provide professional development in the area of guided Math Instruction	2018-2023	Math Coach	\$58,000.00	State Funds Title I Funds	Continue Agendas Sign in Sheets
4.Utilize district and school provided digital tools and software (e.g., Math Seeds, Pathblazer, iReady)	2018-2023	Teachers	\$6000.00	District Funds	Continue Classroom Observation Professional Development

ACTION PLAN FOR STRATEGY #2: We will strengthen math curriculum and math classroom instruction.

EVALUATION

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Conduct vertical teaming/advisory meetings each year with 4k-2nd grade teachers to identify and address curriculum gaps.	2018-2023	Teachers Instructional coaches Administration	\$0	N/A	Continue Vertical Team Meeting Agendas
2. Continue to implement Design in Five strategies while working with High Impact Teams/Teacher Leader Academy to strengthen 4k-2nd grade curriculum guides and classroom instruction	2018-2023	Teachers Math Coach Administration	\$3000.00	District Funds	Continue Curriculum Guide Classroom Lesson Plans Learning Ladders Success Criteria (Rubrics)
3. Guided Math Professional Development to improve instruction	2018-2023	Math Coach	\$2000.00	District Funds	Continue Guided Math Lesson Plans
4. Math Coach will provide professional development on best practices in early childhood and math for teachers of grade 4K-2 nd Grade.	2018-2023	Math Coach	\$58,000.00	District Funds	Continue TLT Notes Professional Development Agenda Sign in Sheet

5. Focus on unpacking standards to strengthen teacher clarity and learning targets instruction by identify gaps in learning and student strengths and weaknesses	2018-2023	Teachers Math Coach	\$0	N/A	Standards unpacked TLT Notes
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ACTION PLAN FOR STRATEGY #3: We will develop assessment capable learners who are able to explain how their work is assessed, monitor their own learning, demonstrate/describe high quality work, and are self-directed in their learning.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Incorporate the top six influences proven to have the highest impact on student learning into the High Impact Teams/TLT Process: collective teacher efficacy, assessment capable learners, success criteria, formative assessment, feedback, and teacher clarity	2018-2023	TLT Teams Administration Math Coach	\$9000.00	District Funds	Continue TLT Agendas/Minutes; Classroom Lesson Plans Videotaped Sessions Math Coach Discussion
2. Continue to implement Design in Five strategies while working with the TLT Teacher Leader Academy	2018-2023	Identified Teachers Instructional Coaches Administration	\$10,000.00	District Funds	Continue Completion of Academy

Performance Goal Area:
 Student Achievement*
 Teacher/Administrator Quality*
 School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*

District Priority

(* required)

PERFORMANCE GOAL 3:

Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

SMART goal must include:

WHO will do WHAT, as measured by HOW and WHEN.

The percentage of students in grades 3-4 who score Meets & Exceeds on SC Ready ELA will increase from 40% in 2017-18 to 50% in 2022-23.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		2018-19	2019-20	2020-21	2021-22	2022-23
DATA SOURCE(s): SC Ready	40%	Projected Data	42%	44%	46%	48%	50%
		Actual Data	NA				

ACTION PLAN FOR STRATEGY #1: Develop a supportive independent reading culture in all K-4 classrooms.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Continue with independent reading at all grade levels	2018-2023	Teacher Literacy Coach Administration	\$0	N/A	Continue Teacher Schedules Observations Engagement Inventory
2. Increase classroom libraries and digital texts to provide a wide variety of options for readers.	2018-2023	Teacher Media Specialist Literacy Coach Administration	\$5000.00	School Funds	Continue Classroom Libraries Digital Text IB literature Section in Media Center
3. One book read throughout the school implementation- All faculty/staff and students will read the same book throughout the school year.	2018-2023	Teacher Literacy Coach Administration	\$10,000.00	Title I Funds	Continue Google Forms/Padlet/Social Media Parent Night Agenda
4. HES Reader Leaders/Magic Pencil Award- one student from each class will be recognized each month as a Reader Leader and a writing expert	2018-2023	Teacher Literacy Coach Administration	\$1,500.00	Title I Funds	Continue List of Reader Leaders/Writing Experts Bulletin Board Display

ACTION PLAN FOR STRATEGY #2: Support reading instruction in all K-4 classrooms by developing professional expertise.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1.Literacy coaches will provide professional development on best practices in literacy for teachers of grades 4k-4	2018-2023	Literacy Coach	\$58,000.00	District Funds	Continue Professional Development Plan Schedules Agendas Lesson plans
2. Teachers will complete Read to Succeed courses to promote reading and writing across the curriculum	August 2018Ongoing	Teachers Administration	\$1000.00	District Funds	Continue Completion of course (state department)
3.Literacy coach will continue pushing into the classroom: small groups, coteaching, modeling lessons	2018-2023	Literacy Coach	\$0	N/A	Continue Coach Log

ACTION PLAN FOR STRATEGY #3: Continue to provide a framework for curriculum guides for ELA instruction, and use diagnostic data to improve and adjust instructional strategies.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Conduct vertical team planning with teachers in 3 rd and 4 th grades to strengthen and address gaps in the curriculum	2018-2023	Teachers Literacy Coach Administration	\$0	N/A	Continue Vertical team planning days Agendas
2. Utilize TLT/High Impact Team processes to strengthen K4-4th grades classroom instruction and curriculum guides	2018-2023	Teachers Literacy Coach Administration	\$0	N/A	Continue TLT/High Impact Team minutes Lesson Plans
3. Literacy coach will provide professional development on best practices in literacy for 4K-4th grade teachers	2018-2023	Literacy Coach	\$0	N/A	Continue Professional Development agendas Lesson plans Literacy Coach Log
4. Literacy Coach will provide personalized monthly PD based on individual teacher needs	2018-2023	Literacy Coach	\$0	N/A	Continue Professional Development Agendas Lesson plans Literacy Coach Log

5. Focus on unpacking standards for teacher clarity and using learning targets	2018-2023	Teachers Literacy Coach	\$0	N/A	Continue High Impact Teams Unpacked Standards planning form TLT Notes
6. Guided reading stations will “Preview/frontload” the standard strands that are low for our school.	2018-2023	Classroom teachers	\$0	N/A	Continue Classroom teacher lesson plans- stations and small groups
7. Fountas and Pinnell benchmark data, i-Ready, MAP data, and CFA’s are analyzed and used to inform instruction and implement strategies	2018-2023	Teachers Literacy Coach Reading Interventionist ELL Teacher	\$0	N/A	Continue Fountas and Pinnell Data i-Ready MAP Data CFA’s Student Levels
8. Schools will continue to compile and share “Impactful Ideas from Data Conferences” throughout the school year in an effort to share strategies that are making a difference and next step ideas for each school	2018-2023	Teachers Literacy coach Reading Interventionist ELL Teachers	\$0	N/A	Continue “Impactful Ideas from Data Conferences” document Data Conference Slides

ACTION PLAN FOR STRATEGY #4: Continue to provide supplemental student services to enhance learning and complement regular classroom instruction.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1.Utilize MTSS- RtI, PBIS, and Compassionate Schools strategies when appropriate	2018-2023	RtI Facilitator Literacy Coach Administration Guidance Counselor	\$0	N/A	Continue RtI Documentation Student data (Enrich) PBIS documentation (school matrix; PBIS rewards, etc.); Compassionate schools training (staff)
2. Continue to provide a continuum of services for special education students	2018-2023	Special Education Teacher Administration	\$0	N/A	Continue Special Education schedule
3. Literacy Coach will model lessons utilizing the implementation of supplemental material	2018-2023	Literacy coach	\$0	N/A	Continue Literacy Coach Log
4. ELL Teachers/District Coach will work with teachers to provide appropriate strategies.	2018-2023	ELL Teachers District ELL Coach	N/A	N/A	Continue WIDA "Can Do" Descriptors ELL Professional Development Sign in

5. Reading intervention is provided to identified students at each	2018-2023	Reading Interventionist	\$0	N/A	Continue Progress Monitoring
grade-level to supplement core instruction		Tutors			Continue Spreadsheet Schedules

ACTION PLAN FOR STRATEGY #5: We will develop assessment capable learners who are able to explain how their work is assessed, monitor their own learning, demonstrate/describe high quality work, and are self-directed in their learning.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Incorporate the top six influences proven to have the highest impact on student learning into the High Impact Teams/TLT Process: collective teacher efficacy, assessment capable learners, success criteria, formative assessment, feedback, and teacher clarity	2018-2023	TLT Teams Administration Instructional Coach	\$9000.00	District Funds	Continue TLT Agendas/Minutes; Classroom Lesson Plans Videotaped Sessions ELA Coach Discussion

2. Continue to Implement Design in Five strategies while working with the TLT Teacher Leader Academy	2018-2023	Identified Classroom Teachers Instructional Coaches Administration	\$10,000.00	District Funds	Completion of Academy
3. Students take ownership of their learning through the implementation of the IB Program of Inquiry.	2018-2023	IB Coordinator Administration Teachers Students	\$0	N/A	Continue IB Student Portfolios IB Exhibition IB POI/Planners

Performance Goal Area:
 Student Achievement*
 Teacher/Administrator Quality*
 School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*

District Priority

(* required)

PERFORMANCE GOAL 4:

Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

SMART goal must include:

WHO will do WHAT, as measured by HOW and WHEN.

The percentage of students in grades 3-4 who score Meets & Exceeds on SC Ready Math will increase from 62% in 2017-18 to 72% in 2022-23.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		2018-19	2019-20	2020-21	2021-22	2022-23
DATA SOURCE(s): SC Ready	62%	Projected Data	64%	66%	68%	70%	72%
		Actual Data	NA				

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ACTION PLAN FOR STRATEGY #1: Continue to provide support and training for math teachers in K-4, improve the framework and curriculum guides for math instruction, and use diagnostic data to improve and adjust instructional strategies.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION

1.Math Coaches will offer personalized monthly PD based on teacher needs	2018-2023	Math Coach Administration	\$0	N/A	Continue Professional Development Agenda Lesson Plans
2. Guided Math stations will “Preview/frontload” the standard strands that are low for our school.	2018-2023	Math Coach Teachers	\$0	N/A	Continue Lesson Plans-stations -small groups
3.Conduct vertical team planning with 3 rd -4 th grade teachers to strengthen and address curriculum gaps	2018-2023	Teachers Math Coach Administration	\$0	N/A	Continue Vertical Team planning days Agendas
4. Utilize TLT/High Impact Team processes to strengthen K4-4th grade classroom instruction and curriculum guides	2018-2023	Teachers Math Coaches Administration	\$0	N/A	Continue TLT/High Impact Teams TLT Minutes Lesson Plans
5. Math coach will provide professional development on best practices in literacy for 4K-4th grade teachers	2018-2023	Math Coach	\$58,000.00	Title 1	Continue Professional Development Agenda Lesson plans Math coach log
6. Focus on unpacking standards and using learning targets	2018-2023	Teachers Math Coach	\$0	N/A	Continue High Impact Teams Unpacked Standards planning form TLT Notes

ACTION PLAN FOR STRATEGY #2: Continue to provide supplemental student services to enhance learning and complement regular classroom instruction.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1.Utilize MTSS- RtI, PBIS, and Compassionate Schools strategies when appropriate	2018-2023	RtI Facilitator Teachers Math Coach, Administration Guidance Counselor	\$1000.00	School Funds	Continue RtI Documentation Student data (Enrich) PBIS documentation (school matrix; PBIS rewards, etc.) Compassionate schools training (staff)
2. Continue to provide a continuum of services for special education students	2018-2023	Special Education Teacher Math Coach Administration	\$0	N/A	Continue Special Education schedule Math Coach Log
3. Math Coach will model lessons utilizing the implementation of supplemental material	2018-2023	Math Coach	\$0	N/A	Continue Literacy Coach Log

4.Utilize district and school provided digital tools and software (Mathseeds, Pathblazer, iReady) to provide standards based differentiated instruction based on student needs.	2018-2023	Administration Math Coach Teachers	\$5000.00	N/A	Continue iReady Data Student Log for Data
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ACTION PLAN FOR STRATEGY #3: We will develop assessment capable learners who are able to explain how their work is assessed, monitor their own learning, demonstrate/describe high quality work, and are self-directed in their learning.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Incorporated the top six influences proven to have the highest impact on student learning into the High Impact Teams/TLT Process: collective teacher efficacy, assessment capable learners, success criteria, formative assessment, feedback, and teacher clarity	2018-2023	TLT Teams Administration Instructional Coach	\$0	N/A	Continue TLT Minutes Lesson Plans Digitally videoed Sessions ELA Coach Discussion
2. Continue to implement Design in Five strategies while working with the TLT Teacher Leader Academy	2018-2023	Identified Classroom Teachers Instructional Coaches Administration	\$10,000.00	District Funds	Continue Completion of Academy

3. Students take ownership of their learning through the implementation of the IB Program of Inquiry.	2018-2023	IB Coordinator Administration Teachers Students	\$0	N/A	Continue IB Student Portfolio IB Exhibition IB POI/Planners
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Performance Goal Area:
 Student Achievement*
 Teacher/Administrator Quality*
 School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*

District Priority

(* required)

PERFORMANCE GOAL 5:

Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

SMART goal must include:

WHO will do WHAT, as measured by HOW and WHEN.

The percentage of students in grade 4 who score meets and exceeds on SCPASS Science will increase from 26.5% in 2017-18 to 36.5 % in 2022-23.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
DATA SOURCE(s): SC PASS	26.5	Projected Data	28.5%	30.5%	32.5 %	34.5 %	36.5%
		Actual Data	NA				

ACTION PLAN FOR STRATEGY #1: Provide instructional support and direction in all K-4 classrooms by developing professional expertise.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION

1. Math Coach, and Science lead teachers will work closely with classroom teachers to implement the new science standards	2018-2023	Math Coach IB Coordinator Science Lead	\$0	N/A	Continue Standards Documentation Classroom Observation
2. Science Advisory representative will share regular best practices with teachers	2018-2023	Science Advisory Rep Math Coach	\$0	N/A	Continue Advisory Meeting Agenda Minutes
3. Teachers will utilize the science kits to provide hands-on learning experiences for students	2018-2023	Teachers Math Coach IB Coordinator	\$2,500.00	District Funds	Continue Lesson Plans
4. Teachers will provide a transdisciplinary approach to learning in Science utilizing the IB Curriculum.	2108-2023	IB Coordinator Teachers	\$0	N/A	Continue Lesson Plans IB Planners IB POI

ACTION PLAN FOR STRATEGY #2: Link science, math, and reading in K-4 instruction.	EVALUATION
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ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Teachers will implement strategies from Read to Succeed (Reading in the content areas) courses to ensure reading and writing opportunities across the curriculum.	2018-2023	Teachers Instructional Coaches	%0	N/A	Continue Content Area lesson plans
2. Provide more informational texts for classroom libraries and digital use, such as ReadWorks, DiscoveryEd, PebbleGo, etc.	2018-2023	Teachers Media Specialist Instructional Coaches IB Coordinator	\$1000.00	School Funds District Funds	Continue Classroom libraries Lesson Plans (digital tools)

ACTION PLAN FOR STRATEGY #5: We will develop assessment capable learners who are able to explain how their work is assessed, monitor their own learning, demonstrate/describe high quality work, and are self-directed in their learning.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Incorporate the top six influences proven to have the highest impact on student learning into the High Impact Teams/TLT Process: collective teacher efficacy, assessment capable learners,	2018-2023	TLT Teams Administration Instructional Coach	\$0	N/A	Continue TLT Agendas/Minutes Lesson Plans Digitally videoed Sessions ELA Coach Discussion

success criteria, formative assessment, feedback, and teacher clarity					
2. Continue to implement Design in Five strategies while working with the TLT Teacher Leader Academy	2018-2023	Identified Classroom Teachers Instructional Coach Administration	\$10,000.00	District Funds	Continue Completion of Academy
3. Students take ownership of their learning through the implementation of the IB POI.	2018-2023	IB Coordinator Administration Teachers Students	\$0	N/A	Continue IB Student Portfolios IB Exhibition IB POI/Planners

<p>Performance Goal Area: <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*</p> <p>District Priority (* required)</p>	
<p><u>PERFORMANCE GOAL 6:</u> Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.</p> <p>SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.</p>	<p>The percentage of students in grades 3-4 who score Exceeds on SC Ready ELA will increase from 16% in 2017-18 to 26% in 2022-23.</p>

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
DATA SOURCE(s): SC Ready	16%	Projected Data	18%	20%	22%	24%	26%
		Actual Data	NA				

ACTION PLAN FOR STRATEGY #1: Enhance the instructional and environmental approaches to accelerate learning for high performing students.

EVALUATION

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Continue with our Gifted and Talented program	2018-2023	Gifted and Talented Teacher	\$50,000.00	District Funded	Continue Gifted and Talented Roster Schedule Lesson plans

2. Provide enrichment opportunities for Gifted and Talented students in the regular classroom.	2018-2023	Teachers GT teacher IB Coordinator	\$0	N/A	Continue Classroom Lesson Plans
3. Gifted and Talented teacher will participate in IB Professional Development meetings to provide teachers with ideas and resources for extending learning for the Gifted and Talented students in the regular classroom.	2018-2023	Gifted and Talented Teacher	\$800.00	N/A	Continue IB Training Certificate
4. Continue with our High Impact Teams/TLTs to develop learning progressions for all students	2018-2023	Teachers Instructional Team	\$0	N/A	Continue TLT/High Impact Teams Minutes

ACTION PLAN FOR STRATEGY #2: Analyze data specific to instructional levels in TLT meetings in an effort to extend classroom learning experiences and enhance growth on SC Ready ELA assessment.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION

1. Analyze student data weekly through High Impact Teams/TLTs in order to plan for differentiated instruction and student interventions and/or acceleration	2018-2023	Teacher Literacy Coach Administration	\$0	N/A	Continue TLT Minutes
2. Continue with our High Impact Teams/TLTs to develop learning progressions for all ELA and math standards.	2018-2023	TLT Teams	\$0	N/A	Continue TLT Minutes
3. Analyze student data through using the EAA model (Evidence, Analysis, and Action)	2018-2023	TLT Teams	\$0	N/A	Continue EAA (Evidence, Analysis, and Action) forms completed during TLTs and embedded into TLT agenda/minutes

<p>Performance Goal Area: <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* District Priority (* required)</p>	
<p>PERFORMANCE GOAL 7: <i>Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.</i></p> <p>SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.</p>	<p>The percentage of students in grades 3-4 who score Exceeds on SC Ready Math will increase from 34% in 2017-18 to 44% in 2022-23.</p>

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
DATA SOURCE(s): SC Ready	34%	Projected Data	36%	38%	40%	42%	44%
		Actual Data	NA				

ACTION PLAN FOR STRATEGY #1: Enhance the instructional and environmental approaches to accelerate learning for high performing students.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION

1. Continue with our Gifted and Talented program	2018-2023	Gifted and Talented Teacher	\$50,000.00	District Funds	Continue Gifted and Talented roster, schedule and lesson plans
2. Provide enrichment opportunities for Gifted and Talented students in the regular classroom.	2018-2023	Teachers GT Teacher Math Coach	\$0	N/A	Continue Lesson Plans
4. Gifted and Talented teacher will participate in IB Professional Development meetings to provide teachers with ideas and resources for extending learning for the Gifted and Talented students in the regular classroom.	2018-2023	Gifted and Talented teacher IB Coordinator	\$800.00	Title I Funds	Continue IB Training Certificate
5. Continue with our High Impact Teams/TLTs to develop learning progressions for all students	2018-2023	Teachers Instructional Team	\$0	N/A	Continue TLT/High Impact Teams Minutes

ACTION PLAN FOR STRATEGY #2: Analyze data specific to instructional levels in TLT meetings in an effort to extend classroom learning experiences and enhance growth on SC Ready ELA assessment.	EVALUATION
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ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Analyze student data weekly through High Impact Teams/TLTs in order to plan for differentiated instruction and student interventions and/or acceleration	2018-2023	Teacher Math Coach Administration	\$0	N/A	Continue TLT Minutes
2. Continue with our High Impact Teams/TLTs to develop learning progressions for all ELA and math standards.	2018-2023	TLT Teams	\$0	N/A	Continue TLT Minutes Master Schedule
3. Analyze student data through using the EAA model (Evidence, Analysis, and Action)	2018-2023	TLT Teams	\$0	N/A	Continue EAA (Evidence, Analysis, and Action) forms completed during TLTs and embedded into TLT agenda/minutes

Performance Goal Area 8:

District Priority

(* required)

Student Achievement*

Teacher/Administrator Quality*

School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*

PERFORMANCE GOAL 8:

Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

SMART goal must include:

WHO will do WHAT, as measured by HOW and WHEN.

The percentage of teachers with advanced degrees will increase from 74% in 2017-18 to 84% in 2022-23.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		2018-19	2019-20	2020-21	2021-22	2022-23
DATA SOURCE(s): SDE	74%	Projected Data	76%	78%	80%	82%	84%
		Actual Data	NA				

ACTION PLAN FOR STRATEGY #1: Increase opportunities for teachers to earn advanced degrees.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Offer the M.Ed. in Applied Learning and Instruction in partnership with USC Upstate free to 75 teachers who do not have a Master's Degree.	2018-2023	Teacher District and School Support	See District Plan	District Funds	Continue Completion of course and change of action on State Department Website
2. Offer the M.Ed. in Applied Learning and Instruction in partnership with USC Upstate at a nominal cost to teachers who wish to attain a second Master's Degree.	2018-2023	Teacher District and School Support	See District Plan	District Funds	Continue Completion of course and change of action on State Department Website

<p>Performance Goal Area 9: <input type="checkbox"/> Student Achievement* <input checked="" type="checkbox"/> Teacher/Administrator Quality* School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* District Priority (* required)</p>	
<p>PERFORMANCE GOAL: Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.</p> <p>SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.</p>	<p>The percentage of teachers who meet all state certification requirements will remain 100% from 2017-18 through 2022-23.</p>

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
DATA SOURCE(s):	100%	Projected Data	100%	100%	100%	100%	100%
		Actual Data	100%				

ACTION PLAN FOR STRATEGY #1: Create a district and school-level process to work with new teachers and new hires on their certification when they enter the school district.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION

3. Principal will update information on google doc each year with new teachers and new hire's certification status.	2018-2023	Administration	\$0	N/A	Continue Completion of google doc Teacher Certification
2. Principal Points will contain information in reference to the PowerSchool process for teacher certification.	2018-2023	District Personnel Administration	\$0	N/A	Continue Principal Points

<p>Performance Goal Area 10: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* District Priority (* required)</p>	
<p>PERFORMANCE GOAL: Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.</p> <p>SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.</p>	<p>The percentage of students in grade 4 that is satisfied with the learning environment as measured by agree on the SCDE Student Survey will increase from 68.2% in 2017-18 to 78.2% in 2022-23.</p>

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
DATA SOURCE(s): SCDE Student Survey	68.2%	Projected Data	70.2%	72.2%	74.2%	76.2%	78.2%
		Actual Data	NA				

ACTION PLAN FOR STRATEGY #1: We will analyze our student survey information in order to continue building on strengths and improving weak areas.

EVALUATION

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Review results with school personnel	2018-2023	Administration	\$0	N/A	Continue Survey results reviewed
2. Provide professional development for areas of weakness identified through the survey	2018-2023	Administration	\$0	N/A	Continue Professional Development provided for areas of weakness

<p>Performance Goal Area 11: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* District Priority (* required)</p>	
<p>PERFORMANCE GOAL: <i>Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.</i></p> <p>SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.</p>	<p>The percentage of parents of students in grade 4 that are satisfied with the learning environment as measured by Agree and Strongly Agree on the SCDE Parent Survey will increase from 95.6% in 2017-18 to 100% in 2022-23.</p>

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
DATA SOURCE(s): SCDE Parent Survey	95.6	Projected Data	97.6%	99.6%	100%	100%	100%
		Actual Data	NA				

ACTION PLAN FOR STRATEGY #1: Continue to create a positive and inviting learning environment for parental collaboration, participation, and input through a variety of activities.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION

1. Continue communicating with all stakeholders through Facebook, Parent Student Handbook , School App, newsletters, school website, School Messenger, and other means of social media	2018-2023	Administration Teachers Interventionist Webpage Admin	\$10,000.00	Title I	Continue Parent-Student Handbook Newsletters Social Media posts (Facebook, School App) School website School Messengers
2.Continue to offer programs and events on school campus which showcase student talents and achievements	2018-2023	Administration Special Area Teachers Classroom Teachers	\$20,000.00	Title I	Continue Grade Level Fine Arts, Principals Honor Roll Tea, Terrific Kids, Fiesta, Cherry Blossom Festival, IB exhibition, Community Helpers, Paws for Poetry, Reading and Math Celebrations, Suzuki Strings, Fine Arts Cast Productions
3. Continue to provide volunteer opportunities that enrich the school environment	2018-2023	Administration PTO	\$15,000.00	Title I PTO	Continue PTO Duty Free Lunch PTO Family Nights College Partnerships
3. Continue to provide parent/school and school/community events	2018-2023	Administration Classroom Teachers	\$50,000.00	Title I Funds	Continue Family Fiesta Night Cherry Blossom Festival Block Party in Lakeview Donuts with Dad

		Instructional Coaches			Goodies with Grandparents Muffins with Mom Terrific Kid Program Fine Arts Night Parent University Positive Parenting IB Exhibition
4. Parent Liason will continue to assist our school with increasing home-school communication.	2018-2023	Parent Liason Administration	\$35,000.00	District Title I	Continue Title I Events Parent Conferences RtI Meetings PPP
5.Continue to provide opportunities for parents to learn about the unique needs of their studnets (G/T, Special Services, ELL, Emotional , Social, etc)	2018-2023	Administration; Faculty and Staff Special Services District Office Staff	\$0	N/A	Continue RtI Meetings IB Workshops Student Led Parent/Teacher Conferences; Awards Ceremonies Parenting Workshops Family Solutions Upstate Family Resource Center Teacher communication (newsletters, PowerSchool, email, phone calls, etc.)
6. Continue to have parent participation in School Improvement Councils/Title I Program	2018-2023	Administration	\$0	N/A	Continue SIC Council Meeting Agenda Title I Meeting Notes

7. Continue to provide a full time interpreter to support our Hispanic families.	2018-2023	Administration Interpreter	\$25,000.00	Title I	Continue Interpreter at IEP meeting, RtI conferences Support for school nurse, support for families as needed
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Schools will complete and upload the appropriate Exemplary Literacy Classroom Reflection Tool on the SCDE Read to Succeed Web page at

<https://ed.sc.gov/instruction/early-learning-and-literacy/read-to-succeed1/readingplans-state-district-and-school/> .

Refer to the *Directions for Completing District and School Reading Plans* for additional information on the SCDE Read to Succeed Web page at

<https://ed.sc.gov/instruction/early-learning-and-literacy/read-to-succeed1/readingplans-state-district-and-school/> .

For further Read to Succeed questions, please contact the Office of Early Learning and Literacy at 803-734-2577.